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ABSTRACT

The 2000 Tidewater Community College (TCC) Graduate Survey Study is a measure of student satisfaction with the college educational experience. The study gives demographic data pertaining to all 2000 graduates, as well as enrollment, attendance, employment, educational, and attitudinal data generated from survey respondents. Highlights of the survey include: (1) the primary reasons for attending TCC have remained the same for the past twenty years-obtaining an associate degree (number one), low tuition, close to home, and courses/curriculum of interest; (2) for the first time in TCC history, the majority of respondents reported receiving financial aid; (3) after graduation, 57% of graduates were working full-time and 25% of those who were working for the same company that employed them during their enrollment reported that they received a pay raise or promotion after earning their degree; (4) 54% of the respondents met their goal and continued their education after graduation; and (5) graduates were overwhelmingly satisfied with their TCC experience--92% would recommend the same curriculum and 98% would recommend the college to others. (Includes seven figures, a data summary table, a copy of the survey, and selected comments by survey respondents.) (NB)

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Tidewater Community College

2000 GRADUATE SURVEY STUDY

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Division of Institutional Effectiveness

August 2001

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TIDEWATER COMMUNITY COLLEGE

2000 GRADUATE SURVEY STUDY

Division of Institutional Effectiveness
Tidewater Community College
121 College Place
Norfolk VA 23510

August 2001

2000 TCC GRADUATE SURVEY STUDY
Executive Summary

In fall 2000, the Office of Institutional Research surveyed 1,832 TCC graduates from the class of 2000. Every two years the survey is conducted to support the assessment of the college's academic programs and services and to gain demographic, enrollment, attendance, employment, educational, and attitudinal data about TCC graduates. Highlights of the study are provided below.

- A slight majority (51%) of the graduates attended another college or university at some point prior to enrolling at TCC, while 18% enrolled directly from high school. More than three-fourths (78%) of the graduates were working either full- or part-time while enrolled, and 17% were on active duty or discharged from the military service.

- The primary reasons for attending TCC have remained the same for the last 20 years: low tuition (71%), close to home (66%), and courses/curriculum of interest (58%). The majority (59%) of respondents indicated their primary goal was to obtain an associate degree for transfer. The majority of associate degree graduates completed their degree requirements in five years or less, while most certificate awards required three years or less.

- For the first time in TCC history, the majority of respondents (52%) reported receiving financial aid. This increase parallels the college's overall growth in students receiving financial aid.

- After graduation, 57% of the graduates were employed full-time. Over half of those employed full-time earned more than $26,000 per year. Approximately 3 out of 5 graduates were working for the same company that employed them during their enrollment, and 25% of this group received a promotion or pay raise after earning their degree. Sixty-eight percent of the employed graduates were working in a curriculum-related field, and 95% of this group indicated TCC preparation for employment was good to excellent. The primary reason cited for graduates employed in a job unrelated to their curriculum was that they were already working for their present employer before completing the program.

- Over half (54%) of the respondents met their goal and continued their education after graduation. For those who continued, 77% enrolled in a four-year college/university, and the majority enrolled full-time (67%) in a TCC-related curriculum (75%). Ninety-two percent rated their performance as expected or higher than expected after transfer. Eighty-two percent cited TCC's preparation as satisfactory or excellent for continuing their education.

- Between 85-91% of the graduates indicated they were adequately prepared in writing, speaking, math skills, defining problems, understanding written information, and thinking creatively.

- Graduates are overwhelmingly satisfied with their TCC experience: 92% would recommend the same curriculum and 98% would recommend the college, in general, to others.

- TCC's success in regard to the mission of college transfer is best described in the words of two of the graduates: "I was surprised to find that TCC's preparation in the first 2 years was superior to that of my four-year university. I went in at the junior level better prepared than my classmates who had attended the university for their freshman and sophomore years," and "I found the quality of instruction at TCC to be surprisingly impressive. I now attend William and Mary and I feel that the level of teaching is about equal."

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2000 GRADUATE SURVEY STUDY

INTRODUCTION

The 2000 Tidewater Community College (TCC) Graduate Survey Study is a measure of student satisfaction with the TCC educational experience. It is used to identify both areas of strength and those needing improvement. The study gives demographic data pertaining to all 2000 graduates, as well as enrollment, attendance, employment, educational, and attitudinal data generated from survey respondent. In addition, the Assessment Appendices include five-year summary data for selected questions and selected comments from graduate respondents.

SURVEY METHODOLOGY

Population

Members of the 2000 graduate survey population are those students who successfully completed the requirements for and received an award in one or more of the approved college transfer or occupational/technical programs during the time period of July 1, 1999 to June 30, 2000. A total of 1832 students met these requirements. Further demographic descriptions of the population are provided in the Demographic Summary section on page 2.

Survey Instrument

The 2000 graduate survey was designed to investigate a variety of aspects of the graduate's experience while attending and after graduating from TCC. Primarily, the survey focused on the graduate's enrollment at TCC, perceptions of instruction and student services while at TCC, post-graduate employment, continuing college or university education, and overall program effectiveness.

Graduates were contacted through United States postal mail. A survey questionnaire, letter of explanation, and postage-paid, pre-addressed envelope were mailed to each of the 1832 graduates approximately six months after graduation. Nine days later a reminder postcard was sent to all graduates. Three weeks after the initial mailing, a second survey package containing another copy of

the questionnaire, a letter of explanation, and a pre-addressed stamped envelope was mailed to all graduates who had failed to respond as of that mailing date. Copies of the survey questionnaire and letters of explanation are provided in Appendix B.

Questionnaire Response Rate and Representation

The survey results are based on 789 responses to the 1832 mailed questionnaires. This sample represents 43.1% of the total population and is representative of the total population with a ±5% degree of variation in the demographic categories of home campus, curriculum, time to completion, age, gender, and race. All responses were voluntary and are thus subject to any sample bias that may be associated with non-random sampling. However, based on response rate data, the sample is representative of the population demographics.

DEMOGRAPHIC SUMMARY OF 2000 GRADUATES

With 1,832 graduates, the graduating class of 2000 was the largest in the college's history. Although the number of graduates was only a slight increase over 1999, this increase continued a four-year trend, as shown in Figure 1, of increasing numbers of graduates. Similar to the college enrollment growth, the number of graduates has increased 24 percent since 1996.

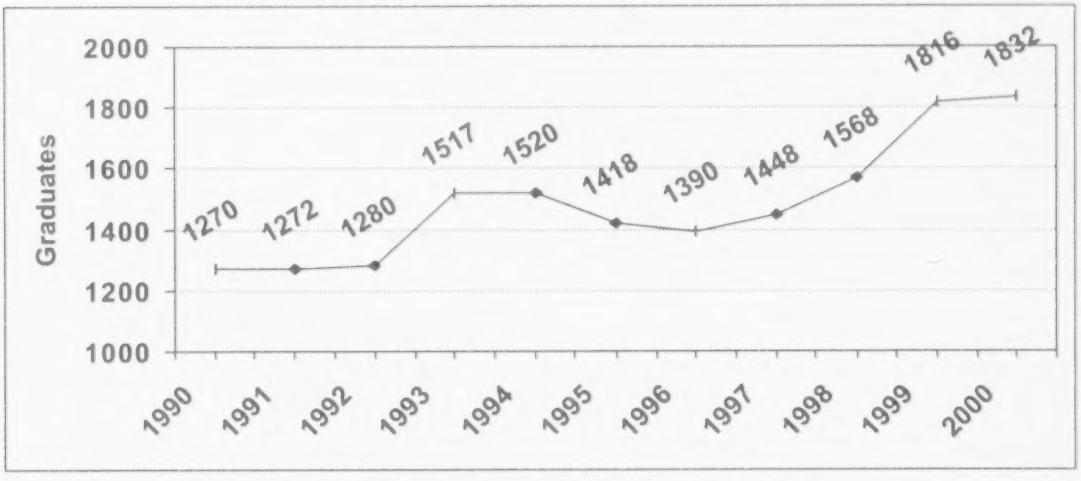

Figure 1 Total Number of Graduates 1990-2000

The distribution of graduates between college transfer degrees (AA, AS) and occupational/technical awards (AAS, certificate, diploma) remained relatively unchanged for the past five years at 43% and 57%, respectively.

Growth patterns for the AA, AS, and AAS degrees, as well as the certificate awards programs, are illustrated in Figure 2. Clearly, the number of AS and certificate awards have increased significantly since 1996. AAS and AA degrees have remained relatively unchanged during the same time period

The majority of AA graduates (73%), AS graduates (65%), and AAS graduates (50%) completed their requirements in five years or less. Fifty-six percent of certificate program graduates completed their award requirements within three years of initial enrollment.

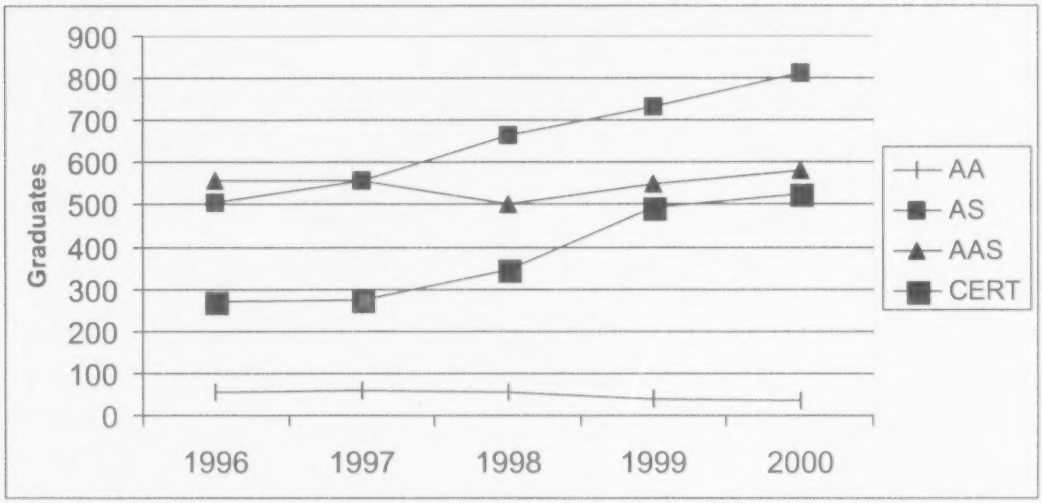

Figure 2 Degrees and Certificates by Award Type 1996-2000

Analysis of student course work indicates that 25% of the graduates enrolled in developmental English, while 44% enrolled in at least one developmental math course. For those who enrolled in developmental English, the largest portion of graduates enrolled in a writing course (23%), with a much smaller percentage enrolling in a reading course (12%). These developmental enrollment levels are nearly identical to the 1998 graduating class.

The age distribution of the TCC graduates has remained relatively unchanged over the past five years with the greatest number (41%) falling in the 30 to 44 age group. The next most populous age group was the 22 to 29 range with 37%, followed by the 45 and over age group with 15%, and the 18 to 21 age group with 8%.

Graduate gender distributions again favor females with 56% over males at 44%. For the past five years this ratio has remained relatively steady.

Graduate ethnic distributions also have remained steady for the past five years. The 2000 graduating class was 71% Caucasian, 17% African-American, 6% Asian, and 6% other minority.

SURVEY RESULTS

Enrollment

Prior to attending TCC, 51% of the survey respondents had, at some point, attended another college or university. For example, one respondent stated that she already had a B.A. in economics from Randolph-Macon Women's College and enrolled for the purpose of obtaining a health science degree. Over the past six years, the number enrolling with previous college experience has increased from 46% to 51%. It is not surprising, therefore, to find only 18% of the respondents entered TCC directly out of high school. Far more graduates first enrolled from a non-high school environment such as employment at a non-military occupation (44%), as a homemaker (12%), or as active duty military (10%). Those enrolling upon military discharge made up 7% of the graduating class, while 8% transferred directly from another community college or a four-year school.

The majority of graduates entered TCC with the goal of eventually attending a four-year college or university. At 59% percent, up from 55% in 1998 and 1996, this graduating class set eventual transfer as the primary goal for attending TCC. Thirty-three percent cited occupational/technical training as a primary goal. Very few enrolled for the purpose of certification renewal, or to take advantage of employer training opportunities (each less than one percent). Almost three percent indicated that satisfying specialized or personal interests was the primary goal for attending TCC.

Reasons for choosing TCC are similar to graduating classes in previous years. Low tuition was the leading reason at 71%, followed by closeness to home (66%), offered courses/curriculum of interest (58%), availability of evening classes (41%), personal improvement (34%), and small classes (34%).

Attendance

Respondents were almost evenly split between part-time and full-time attendance with a small majority (56%) reporting that they attended primarily during the day. Employment while attending school was very important to these graduates with the majority having worked full-time (49%), having been employed full-time with the military (5%), or having been employed part-time (29%). Of these employed individuals, 26% saw their employment as directly relating to their college course work, while 30% looked upon it as somewhat related. Forty-eight percent said their employment while attending was not related to their curriculum at TCC.

Financial aid appears to be a growing part of the TCC student body. For the first time, the majority of respondents (52%) reported receiving financial aid. This compares to 42% in 1996 and 44% in 1998.

Instruction

The overall quality of instruction graduates received while attending TCC continued to receive high marks with 95% of the respondents rating it as either good or superior. Instruction within a graduate's curriculum also continued a strong showing with a 91% good or superior approval rating. Not a single respondent rated the overall instruction at TCC as poor. Throughout the 1990's and into 2000, graduates have continued to react positively to the quality instruction at TCC, expressing their approval with a greater than 90% good or superior rating.

Other course attributes also received high marks. Classroom size and course content had ratings of ninety percent or greater for good or superior. Next, grading and testing, along with instructor availability, pulled in marks of 89% and 86%, respectively, for good or superior.

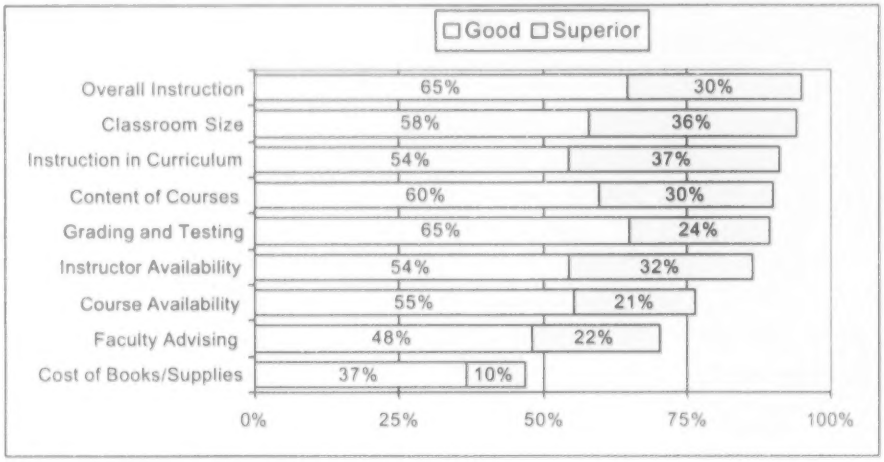

Figure 3 Quality of Instruction

Books and supplies received less than complimentary marks with 52% of respondents listing these costs as poor or fair. Quality of instruction results are provided graphically in Figure 3.

Recent graduates saw relatively little change from 1998 graduates in how they perceived the extent to which TCC's academic program prepared them for life beyond TCC. Topping the list was Solving Problems, which 91% felt TCC provided an adequate or more than adequate preparation, up from 88% in 1998. Also at 91% was Thinking Creatively, which was up two percentage points from two years earlier. The rest of the skills, Defining Problems (90%), Understanding Written Information (90%), Mathematical Skills (86%), Speaking Skills (85%), Writing Skills (85%), Technical Job-related Knowledge (64%), and Technical Job-skills (62%) all were within plus or minus two percentage points from the 1998 survey values.

Student Services

Awareness of various student service programs is similar to previous surveys. The 1998 survey found four services that were marked by more than half of the respondents as "Don't Know/Never Used." For the graduates who responded, three services received that distinction. They were the Co-op program, Veterans Affairs, and Student Activities at 76%, 71%, and 60%, respectively. Figure 4 provides a graphical representation of service utilization.

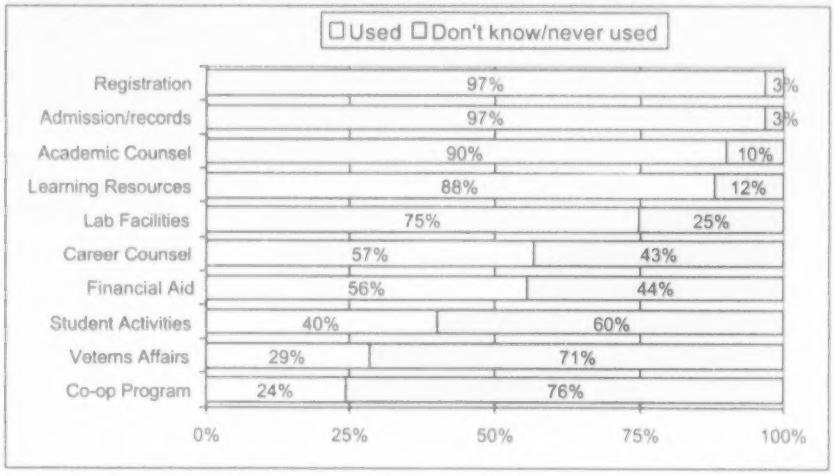

Figure 4 Services Utilization

The most utilized services, or at least those with which students have some familiarity, were Registration, Admissions and Records, Academic Counseling, Learning Resources, and Laboratory Facilities at 97%, 97%, 90%, 88%, and 75% utilization rates, respectively. Students that did use these services rated Registration, Veterans Affairs, Learning Resources, Admissions and Records, and the Co-op Program with good or superior ratings of 80% or higher. Actual values are provided in Figure 5.

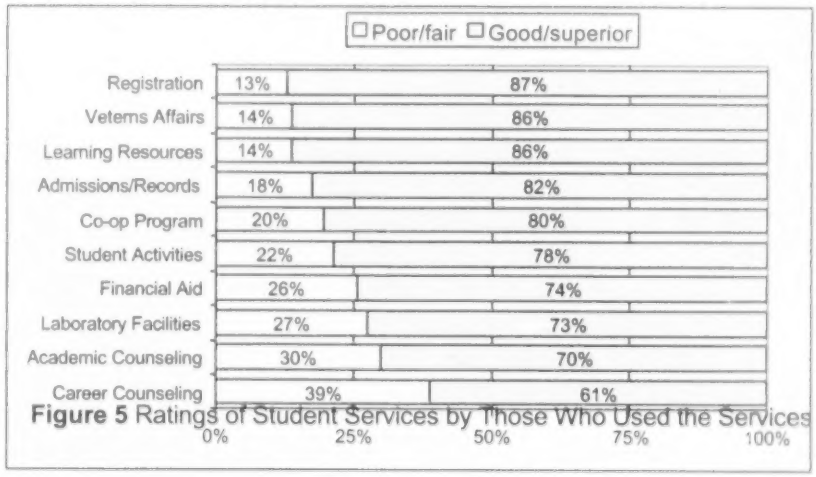

Figure 5 Ratings of Student Services by Those Who Used the Services

Only the Co-op program showed a significant increase from the previous 1998 survey. Two years ago it received good and superior rankings of 43% and 23%. The current survey reported these rankings as 65% and 15%.

Post-graduate Employment

The majority of graduates (57%) are employed full-time six months after graduation. At 57%, this class is comparable to previous graduating classes, up slightly from 54% in 1998 and above the ten-year average of 55%. The percentage of unemployed graduates dropped to 4.2%, the lowest level over 20 years. Figure 6 provides a breakdown of survey respondent employment status.

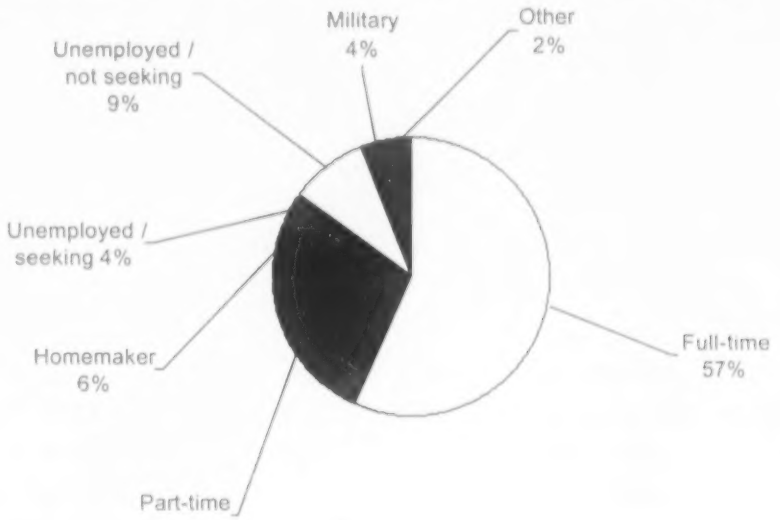

Figure 6 Post-graduate Employment Status

Salaries for TCC graduates continued to rise from previous surveys. Excluding military, 57% of the full-time employed graduates earned more than $26,000/year, up from 50% in 1998, with a mean salary of $29,312. When full-time military are included, the mean salary increases to $29,669. These averages are comparable to the national average of $29,397 for individuals with an associate degree, based on salary projections from The American Association of Community Colleges' *National Profile of Community Colleges: Trends & Statistics* (2000). For those graduates employed part-time, 36% earned more than $11,000/year, up from 35% two years ago. A four-year historical trend line for salary is provided in Figure 7.

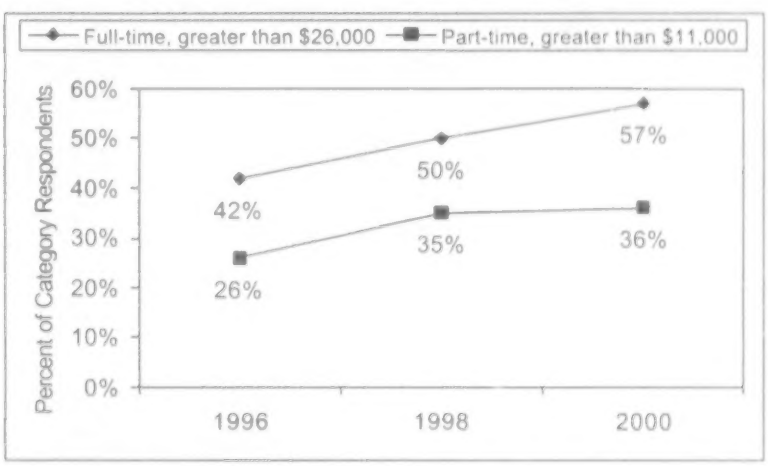

Figure 7 Post-graduate Earnings

Similar to previous graduate surveys, 59% of the graduate respondents are employed with the same company as they were while attending TCC. The number of survey respondents who received promotions and pay increases upon graduation decreased slightly from 29% in 1998 to 25% in 2000. Of those finding new full-time employment, 50% stated that their curriculum at TCC helped them, to some extent, obtain their present job.

Sixty-eight percent of respondents indicated that their current employment is related to their curriculum at TCC. Of those employed in a related field, the vast majority indicated that their preparation at TCC was either excellent (43%), satisfactory (33%), or good in some areas (19%) in preparing them for their current place of employment. Sixty-eight percent of full-time workers said that TCC, at least to some extent, helped them develop new job skills, and 62% said their TCC curriculum helped to upgrade their job performance and expertise. Forty-two percent of those employed full-time received a promotion or pay increase after graduation.

Of those graduates who currently have a job that is not related to their TCC curriculum, the greater portion (47%) cited, as the reason, having an existing position with their employer before completing the TCC program. Other reasons cited included not sufficiently qualified for jobs in field of study (17%) and changed career goals (16%).

Transfer to Other Educational Institutions

The 2000 survey respondents extended a six-year trend of increasing numbers of graduates who are continuing their education. The class of 2000 had a 54% continuing education rate, up from a low in 1994 of 46%. Of those graduates that continued their educational endeavors, 77% moved on to four-year institutions, while 18% enrolled in two-year community colleges.

Two-thirds of those attending four-year institutions do so full-time, while only one-sixth of those attending two-year colleges enroll full-time.

Of those attending four-year institutions, 76% are enrolled in a major that is related to their curriculum at TCC. This rate has remained relatively steady for more than ten years.

The majority of TCC graduates attending four-year colleges or universities felt their performance at the new institution was about what they expected it to be (53%). Thirty-nine percent believed their performance was higher than expected. The vast majority of survey respondents found their TCC education was excellent or satisfactory at preparing them for continuing their education. Forty percent felt their TCC preparation was excellent, while 42% said it was satisfactory. These expectation and preparation rates are comparable to the 1998 rates and the ten-year averages. According to one transfer graduate: "TCC was excellent at preparing me for UVA. Although the course load is heavier and the subjects much more difficult, I learned a lot and felt like I was getting a quality education at TCC."

Personal Achievement and Overall Satisfaction

Overall, as a result of their experience at TCC, graduates felt they had positive improvements, at least to some extent, in eleven areas of personal development and attitudes. The survey results are comparable to previous surveys. However, progress in developing basic computer skills slipped back for the first time since 1994 from a high two years ago of 85% to a current 81%. This could reflect the fact that entering students are much more likely to possess computer skills than they were five years ago as more homes, schools, and businesses integrate computers into daily activities. The percentage of survey respondents who experienced improvements in their personal development and attitudes are as follows:

- 89% - Ability to think critically rather than just memorize
- 87% - A sense of tolerance and respect for the ideas and beliefs of others
- 85% - Creative abilities
- 85% - Ability to write effectively
- 83% - Ability to speak with clarity and precision
- 81% - A sense of ethical and social responsibility
- 81% - Skills in basic computer functions and applications
- 78% - Library and learning center skills
- 76% - Attitudes, skills, and values which promote physical and emotional well-being
- 61% - Global perspective on current events
- 58% - Recognizing the contributions of other countries to world civilizations

Many of these areas carried the graduates successfully in their baccalaureate pursuits; as one graduate who transferred to ODU commented," My speech classes helped a lot in my computer ethics presentations." Similar to previous surveys, graduates responded positively to their overall experience at TCC. Almost all respondents to the survey, 98%, said they would recommend TCC to others wishing to continue their education. Within their curriculum, 92% said they would recommend the same curriculum to someone wishing to enter that curriculum. Selected comments from survey respondents are provided in Appendix C.

CONCLUSION

The 2000 graduate survey indicates that a number of positive trends in enrollment, attendance, and post-graduate opportunities are continuing. Low tuition continues to be the number one reason for attending TCC and the primary goal for attending is to transfer eventually to a four-year institution.

These two factors indicate, as in 1998, that an increasing number of students are taking advantage of the relatively low cost of attending TCC versus four-year schools.

TCC graduates are continuing a trend of improving post-graduate employment. Fewer graduates are unemployed and salaries of those employed full-time and part-time are increasing. Of those graduates employed in a related field, the vast majority indicated their preparation was satisfactory or excellent.

The overall quality of instruction at TCC continued to receive high marks as did the quality of instruction within the various programs. In addition, graduates saw great improvement in their preparation for technical job-related knowledge and skills.

Generally, TCC graduates responded favorably to their college experience. Ninety-eight percent said they would recommend TCC to others wishing to continue their education. In helping students achieve their goals, TCC has provided a strong foundation for graduates to be successful in their educational pursuits and employment opportunities, while providing personal enrichment to their lives. Perhaps the following comments best capture the sentiment of the class of 2000: "Tidewater Community College has some of the best and brightest teachers I have ever had. They have shown an interest in me and my learning and I find that very important. I never would have ended up at ODU if my parents had not encouraged me to start at TCC. Because of TCC, I am continuing my education. I am a senior majoring in corporate communications and hope to go to graduate school."

Appendix A

College Five-Year Summary Table

TIDEWATER COMMUNITY COLLEGE

2000 GRADUATE STUDY

NOTES

DATA INTERPRETATION

The selected data in each table indicate the five-year compiled responses to questions from the 1993 to 1994, 1996, 1998, and 2000 annual graduate questionnaires. A total of 3,519 responses were received from 7,827 graduates who were surveyed. The percentage column in the following tables is calculated based upon the total number of survey respondents from each curriculum. Please keep in mind that not all respondents answered every question, hence the percentages may not always add to 100 percent.

NOTES:

1. **Tidewater Community College Employed in Curriculum Related Field:**

   The percentage column is calculated on the total number of respondents who indicated that their current employment status is full-time, part-time, or apprenticeship, not the total number of curriculum respondents.

2. **Tidewater Community College Preparation for Employment in a Related Field:**

   The percentage column is calculated on the total number of respondents who were employed in a related field, not the total number of curriculum respondents.

3. **Tidewater Community College Preparation to Continue Education:**

   The percentage column is calculated on the total number of respondents who indicated they are currently attending another institution.

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1993 - 2000 GRADUATE SURVEY SUMMARY
TOTAL COLLEGE

TOTAL RESPONDENTS = 3519

EDUCATIONAL/EMPLOYMENT DATA

	NUMBER	PERCENTAGE
PRIMARY GOAL IN ATTENDING		
O/T TRAINING FOR DEGREE OR JOB	1368	38.9%
TRANSFER DEGREE OR COURSES	1926	54.7%
PERSONAL SATISFACTION	92	2.6%
EMPLOYER TRAINING OPPORTUNITIES	36	1.0%
OBTAIN/RENEW CERTIFICATION	20	0.6%
CURRENT EMPLOYMENT STATUS		
FULL-TIME	1896	53.9%
PART-TIME	716	20.3%
UNEMPLOYED AND SEEKING	220	6.3%
NOT IN LABOR FORCE	442	12.6%
MILITARY	161	4.6%
APPRENTICESHIP	11	0.3%
EMPLOYED IN CURRICULUM RELATED FIELD		
YES	1882	71.8%
NO	917	32.0%
TCC PREPARATION FOR EMPLOYMENT IN RELATED FIELD		
EXCELLENT	737	39.2%
SATISFACTORY	709	37.7%
GOOD IN SOME AREAS	362	19.2%
FAIR	65	2.4%
INADEQUATE	13	0.7%
TYPE INSTITUTION CURRENTLY ATTENDING		
2 YEAR	507	14.4%
4 YEAR	1174	33.4%
OTHER	64	1.8%
(A) EMPLOYED IN CURRICULUM RELATED FIELD (B) CURRENTLY ATTENDING AN EDUCATIONAL INSTITUTION A OR B	2911	82.7%
TCC PREPARATION TO CONTINUE EDUCATION		
EXCELLENT	501	28.7%
SATISFACTORY	991	33.9%
GOOD IN SOME AREAS	177	10.1%
FAIR	43	2.5%
INADEQUATE	11	0.6%
RECOMMEND TCC TO SOMEONE IN SAME CURRICULUM		
YES	3253	92.4%
NO	229	6.5%

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Appendix B

2000 Graduate Survey Letters and Instrument

October 27, 2000

<<NAME>>
<<ADDRESS>>
<<CITY>>, <<STATE>> <<ZIP>>

Dear Graduate:

Tidewater Community College is conducting a survey of the 2000 graduates. This survey is being conducted with the intent to collect information on current educational, employment, and demographic characteristics, as well as previous experiences of Tidewater Community College graduates. Your input can be extremely valuable to the College and will be used as feedback to aid various program areas in making improvements to educational programs and services. In addition, the information that you provide will assist new students in determining career goals and objectives.

You can help in this survey by completing the enclosed questionnaire. Your responses will be kept strictly confidential.

Please complete the enclosed questionnaire and return it as soon as possible. A pre-addressed business reply envelope is enclosed for your convenience. On behalf of the faculty and staff of Tidewater Community College, I would like to thank you for your cooperation in this survey.

Sincerely,

Lisa S. Kleiman
Director of Institutional Effectiveness

Enclosures

November 28, 2000

«STUDENT»
«STUDENT ADDRESS»
«CITY» «ST» «ZIP»

Dear Graduate:

Just a reminder!

Last month you received a letter asking for your cooperation in a survey which is being conducted of all 2000 graduates. As of today, I have not received a response from you. The success of this survey depends on obtaining the greatest number of responses possible. I have already received completed questionnaires from many of your fellow graduates.

In case you misplaced or never received your copy of the questionnaire, I have enclosed another one along with a self-addressed business reply envelope. Please take the time now to complete this questionnaire and return it today. If you have already filled out a questionnaire, we thank you very much and ask that you disregard this request.

Your responses are strictly confidential and will be combined with those of other graduates in the reporting of this survey.

Both students and faculty of Tidewater Community College can gain valuable information from this survey. Your input will help direct recommendations for improvements in educational programs and services. Please help us by completing this questionnaire today! Thank you very much for your cooperation.

Sincerely,

Lisa S. Kleiman
Director of Institutional Effectiveness

Enclosures

Appendix C

Selected Comments by 2000 Survey Respondents

GRADUATE 2000 COMMENTS*

- I would like to thank all the staff at TCC. I have been to the following campuses, Virginia Beach, Chesapeake, Norfolk, Portsmouth. All campuses were managed in an excellent manner.

- I always have, and always will recommend TCC to anyone who is looking to better themselves! TCC should be proud of the work they do for the Hampton Roads Community! Again thank you!

- I am a grandmother that is pursuing my B.A. degree for myself only. TCC was a wonderful preparation and an enlightening experience. I have not been able to attend XXX as yet, but I am enrolled. My teachers at TCC were all excellent and I thank you.

- I found all of my instructors at TCC were knowledgeable and committed to quality instruction. I would not hesitate to take more courses at TCC when applicable. The horticulture program is outstanding and serves a need in the community, as the nearest comparable program is offered at XXX.

- I have attended XXX for my freshman year and then transferred to TCC for financial reasons and because I wanted a smaller school (I grew up in a small private school.) When I began taking courses at TCC, I immediately noticed the great differences between the instructors of TCC and the "professors" of XXX. The TCC instructors were better, fresher, more helpful, more understanding and easier to communicate with. It took me 8 years on and off to obtain my AAS from TCC. I attended the Virginia Beach and Norfolk campuses, day and night classes. I enjoyed all my classes at TCC and especially the experiences with some special instructors. I thoroughly enjoyed my entire education with TCC from the campuses, to the ease of registration, the independence of course scheduling to the small and diverse classes (filled with adult working people like me), to the positive laid back friendly atmosphere. I would not hesitate to take more classes at Tidewater if possible.

- Physical Therapy Assistant program is excellent. The instructors were well prepared, and knowledgeable. The campus needs a better physical environment for the program.

- I had wonderful teachers for the most part at TCC. They were always kind and helpful. The school I now attend – XXX – is much bigger than TCC and it is hard to compare the two. While the large classes and T.A.'s are much different at the university – the smaller classes feel about the same as TCC.

- I am currently attending a community college in XXX. I am taking classes that will transfer to a 4-year college to get my degree in teaching. I attend part-time at night and work full-time during the day, just as I did to receive my AS degree at TCC. I feel the professors at TCC were much better than my current professors. I feel I received a better education at TCC than I am receiving here.

- Overall, TCC gave me a very strong base to learn the skills and equipment on the job. I truly enjoyed the classes and all the instructors. I would have never been hired in the position I hold if it wasn't for my degree. Thank you!

- I had a college degree from Virginia Commonwealth University in Art History (1982), but needed to find a new career. I had stayed home with my children (lost the Art History

contacts, plus there are many of those degrees) when they were little, and wanted to work at home while they were in school. The program at TCC was exactly what I needed. Medical transcription is more complicated than it first appears. I also made the contacts needed to get a job in this field.

- TCC's on-line use is far superior to XXX. The ability to register via the telephone and student record access for counselors are tremendous time savers. TCC's library staff is much more helpful.

- Give XXX a big raise. He is an excellent instructor. He doesn't teach you what to think. He teaches you how to think. He offers plenty of challenges for both the ordinary and extraordinary students.

- The instruction at TCC was much more demanding than what I am experiencing currently. With the same amount of effort, I am able to take more credits and maintain good grades. The one surprise that I had was that my computer and calculator skills are superior to that of my fellow students who did not attend TCC prior to transfer.

- First, my current four-year institution offers distance and on-line classes that are never "filled." Frequently, I would call TCC on the day registration opened and the classes were full. Distance learning is the future! Second, Health Sciences should be offered at locations other than Virginia Beach. Paramedic students from Franklin, etc. must travel a long distance to Virginia Beach for education. That is unacceptable and not in keeping with the "community" college philosophies. Finally, the book costs are outrageous – usually 20% higher than on-line sources.

- I attended TCC for personal reasons. I was not interested in obtaining a new occupation. I went through the automotive curriculum and can't say enough about it. Great teachers! The only thing I noticed is that it's not given enough attention. It seems that it was always placed on the back burner when it came to needing tools and supplies. I am a registered nurse who was and still is interested in working on cars/engines for personal reasons. I learned everything I needed to assist my husband with working on the car he races. XXX and his crew took me under their wing and were patient while teaching me automotive. More advertisement for women in the program is needed.

- I am currently attending XXX. The quality of instruction at TCC is very good, but I would consider XXX more demanding and challenging. For instance, classes are larger in size; as a result, instructors are less able to focus on individual needs. This leaves the students with the responsibility to keep track of their own academic improvements. Additionally, classes are designed to give students hands-on experience. As students advance in their curriculum, classes become more challenging with projects and assignments where one's technical or writing skills are put to the test. The workload is as demanding also. Students must finish projects and meet deadlines, which sometimes can be very stressful. I guess you can say that the level of stress is much higher at XXX than at TCC, but in a good way. I think I have become much more disciplined with my study habits and managing my time wisely. Overall, I can say I am enjoying my experiences at XXX, and I know that if I had not had the foundation necessary from everything I learned at TCC, I would probably have a much more difficult time at XXX. I am very grateful to have met wonderful instructors and advisors who took the time to guide me through some difficult times at TCC. As I get closer to graduating from XXX, I know that without the knowledge gained at TCC, I could not have surpassed the demands and challenges of XXX.

- I think that the same way there is a college fair or job fair, where colleges and employers set-up tables to let students know what is available, there should be an academic services fair at TCC. Each service or program available to students at TCC would have a table where students could learn about the program and ask questions. This would be an easy way for students to know what is available to them and where it is located. During my time at TCC, I was not aware of many of the services offered at TCC until a survey was presented asking me to rate them. I feel that if I had known about these services, I may have used them to help me both inside and outside the classroom.

- With respect to the military, it can be said that your college gave me skills recognized by my supervisors. These skills gave me higher performance grades on evaluations, which I believe assisted my promotions. I attended college as a chief. I'm a Masterchief now.

- A Bachelor's Degree would afford me no additional source of income at my stage in life. Additionally, the Virginia Community College System has enough educational opportunities to last a lifetime.

- TCC was a great college for me. The skills I've learned have placed me in a great management position. The primary skill I learned while attending was problem solving. I also learned not to give up or give in. I had great instructors that took a genuine interest in any student that showed effort. The courses I needed were not readily available, mainly required classes (i.e. all computer courses). Thanks for letting me voice my chief complaint. The counselors were great too.

- The school I am attending now has fewer students than TCC, so I was prepared for small classes and individual attention. The only big difference between the XXX College of Art and TCC is that I can get a bachelor's degree here. The class sizes are the same. The instruction is the same, although a few of my teachers at TCC were better than a few I have here.

- I would suggest beginning at TCC. The staff understands the working student in the evening programs. Without my foundation at TCC, I may not have received an invitation to apply with Cornell University or XXX.

- XXX is an excellent instructor of business. XXX (history) was also an excellent instructor. Your school gave me confidence in myself. Now, I will finish my civil engineering degree in ½ the time it should have taken. Thank you for my life!

- Need to offer more medical related programs at the Portsmouth Campus--more than just nursing.

- Portsmouth Campus needs more lighting in the parking lot. My advisor was great. She was always available or returned my calls if she wasn't. Financial counselor, XXX, needs a raise! She helped me more than anyone else and was so patient.

- I enjoyed TCC very much. I would like to see it become a four-year college. I have 3 children in college now. It is very expensive, and I don't think they have any better learning opportunities than I did at TCC.

- The Radiography program at TCC – Virginia Beach was excellent. I was employed prior to graduation and I would recommend it to anyone!

- The instruction at my current school is horrible. TCC instructors really spoiled me when it came to teaching (I'm not complaining about that, I appreciate TCC's faculty commitment to teaching their students.) I don't know what I am paying for at my current school-- I teach myself.

- Tutoring was an excellent program. I had excellent sessions with knowledgeable tutors. That is one of the most beneficial experiences I've ever had. All universities should have a tutor program to provide supplemental assistance at no cost. BRAVO!

- I was surprised to find that TCC's preparation in the first two years was superior to that of my four-year university. I went in at the junior level better prepared than my classmates who had attended the university for their freshman and sophomore years.

- EMS curriculum (paramedic) should require A & P first semester. Paramedic should be a two-year program. Internship should require skills performed, not just hours required.

- Textbooks and supplies are as expensive as those of a university. You should be named Tidewater University! The engineering courses needed were only offered at one time during a semester. Perhaps some of the textbook money could be spent on hiring more engineering professors to teach many courses and different times. Some of the history and English professors tried to push students into their personal views (i.e. political preferences is a perfect example!) The math lab staff was a GREAT help in getting through the required math courses! The phone registration was a good idea also. Could it be expanded to the internet? The lab equipment is looking pretty worn out. New lab equipment would be nice. Please do something about the smokers crowding the doors and walkways! Send them off the beaten path!

- TCC helped to prepare me for computer science at XXX. The workload for XXX is heavier, but the concepts are easy to grasp thanks to TCC Virginia Beach Campus computer science faculty. The math department did an excellent job in preparing me for higher math like statistics and linear algebra. My speech classes helped a lot in my computer ethics presentations. TCC, Virginia Beach and XXX are very closely linked.

- My educational and personal experience at TCC will always remain the most gratifying and uplifting of any place I have been involved in. I cherish my education at TCC and still love to just stop by and sit on the bench by the water and go deep into myself with thought. TCC, Virginia Beach Campus invigorates my soul, recaptures my dreams, and inspires my achievements. I thank all of my instructors and my advisor for their excellence. The campus at Virginia Beach is a peaceful place that is a pleasure to just stroll around and enjoy.

- The cost of books is outrageous. The fact that the books change very often and are different on every campus is terrible for the students. A better system needs to be developed. Better, so the students can be accommodated when purchasing books.

- TCC was a wonderful experience. My primary reason for attending was to get my science and math pre-req's for med. school. I enjoyed my math and science classes so much that I stayed longer and took more classes. The Portsmouth math dept. and my experience and interaction with them was one of the best of my life. They helped me with math and

empowered me. The science dept. took me on a voyage and led me through the curriculum. I enjoyed every minute and I won't soon forget their lessons. Those teachers I acknowledged above are more than teachers. They are my life models. I already had a B.A. from Randolph-Macon Women's College in economics and politics, so I only needed science and math credits..... but, I knew other instructors at TCC (in various disciplines) and always found them to be helpful. I had the opportunity to tutor, and the math lab was an excellent resource. XXX did such a good job with me as a tutor under his supervision. If I ever had a problem or needed direction, I could always count on him. XXX as my math lab supervisor was always a resource as well. The bottom line – TCC is the teachers. I hope they take care of them because they are what made my experience with TCC so valuable and positive.

- I was very pleased with the quality of education at TCC. I have recommended it to many of my friends who have expressed an interest in returning to school. My one criticism, and I'm not sure if this is within your span of control, is that when I had car problems and started taking the bus, I had to interrupt my education. I worked during the day and had been enrolled in night classes, but there is no public transportation to the Virginia Beach Campus in the evening. Eventually, I got a new car and resumed my education at TCC. Thanks so much!

- TCC is a good fit for someone returning to school after a long absence. The atmosphere allows one to ease into college life without the culture shock of a large university. The classes are no better or worse than at larger/other schools; some were excellent (some poor at all the schools I attended.) XXX is not significantly harder than TCC. My time at TCC did prepare me for XXX.

- I think I got a better education at TCC than I am getting at XXX College of Art. The photo department at TCC is excellent!! I paid a lot less money at TCC and got a better education. My current school cost $13,000 a year and is not nearly as good. The teachers at XXX are good, but the facilities are not as nice. I do think that all of the counselors need to know more about the Visual Arts Center and activities. The people at the Norfolk Campus didn't know much. Also, you may want to consider computer graphics as being computer literacy or test the visual art students on a MAC not a PC, because that's what they use in the Visual Arts Center.

- I found the quality of instruction at TCC to be surprisingly impressive. I now attend William and Mary and I feel that the level of teaching is about equal.

- I am now attending XXX and am pleased that the professors and curriculum compare favorably with that of TCC. My years at TCC prepared me well for XXX and I am doing quite well. I feel that I received a high quality of education from TCC overall. XXX provided excellent guidance in steering me towards my associate degree. I received encouragement from XXX as well as my professors. Several of my classmates at XXX are graduates from TCC.

- I feel that my experiences at TCC were very helpful. The instructors were very competent and, due to small class sizes, were able to pay special attention to individuals. Counselors were also very helpful in helping students to choose a curriculum and outline necessary as well as optional courses appropriate for that curriculum. I did, however, feel that TCC should offer a wider selection of courses at some campuses in order to accommodate students better.

- Instruction at TCC is more understanding to the individual needs and circumstances of its students.

- The quality of TCC instruction is great compared to the university I am now attending. I wish TCC was a four-year college. Keep up the good work!!

- TCC was excellent for preparing me for XXX. Although the course load is heavier and the subjects much more difficult, I learned a lot and felt like I was getting a quality education at TCC.

- My experience with TCC's registration and financial aid services were far superior to that of XXX. TCC made the process much easier. I have been at XXX for 3 semesters now, and I am still trying to get my official transcript put into the main computer. I think this is ridiculous, especially since I hand carried this official, sealed, transcript to XXX.

- The pace at my present school is much faster than at TCC, and my GPA for this semester should be .5-1 points lower than TCC. Classes at TCC could be a little more difficult and at a faster pace. Maybe offer honors courses in popular concentrations.

- During my classes at TCC, the faculty and staff did a very good job. They were very helpful, always taking the time to assist you if you needed help. Thank you for the special graduation on May 12, 00. I graduated with a certificate in Early Childhood. The graduation was wonderful. Thanks for the cake and punch. My instructor was my guiding light, and I looked forward to attending her classes each week. May God bless her, because she put her heart and soul in her work, and she enjoyed her job. I would recommend TCC to everybody. You all deserve an A+.

- Tidewater Community College has some of the best and brightest teachers I have ever had. They (most of them) have shown an interest in me and my learning and I find that very important. The professors at my current institution (XXX) do not seem so interested nor do they seem any brighter or more educated than the teachers at TCC.

- I would never have ended up at XXX if my parents had not encouraged me to start at TCC. Because of TCC, I am continuing my education. I am a senior majoring in corporate communications and hope to go to graduate school.

- The math, chemistry, and engineering instruction at TCC would stand up well against that of XXX. I have found XXX to be very different in their approaches to teaching, the quality of instructors, worse in most cases, and grading.

- As with any educational institution, there are good and bad instructors. Overall, TCC provided me with the foundation to continue my studies and accomplish my goal of a B.S. degree. I was fortunate in that I did not experience any problems academically or with the administration while at TCC. I think TCC is a quality higher education institution with great potential for growth.

- Quality of instruction at TCC was higher than I expected. Instructors are qualified and highly knowledgeable about the material they teach. That's why I decided to stay an extra semester to catch up on more coursework needed for my institution because of low tuition rates and high quality of instruction.

- I just graduated from the computer aided design curriculum. The short program is not required to take IST 117 to learn about those types of computer programs. Also those computers are not hooked to the Internet and we are exempt from that. I feel that curriculum should be required to take IST 117 or equivalent within the program.

- The quality at TCC is light years beyond the educational quality at my present university.

- I have attended a four-year university and felt extremely lost educationally, emotionally, and physically. Once I got to TCC, all of that changed. I loved the small classrooms and personal attention. Every professor I had seemed to really care about your academic success and took great interest in you as a person. They were always available and tried to answer any question that you may have. I have had a wonderful experience at TCC, and I would encourage anyone to attend. I have learned more and have grown more from attending TCC than all of the experience I had attending the four-year university. You have a wonderful school and program. The schedules, the availability, the professors, the staff..... I wouldn't trade my experience at TCC for anything. Keep up the good work! From a very proud 2000 graduate!

- The staff at TCC is a warm friendly group of people who are extremely knowledgeable in their fields and bend over backwards to help their students.

- My only comment is dealing with academic advising. Please truly inform the student, if you are not sure, to contact the university for equivalent classes.

*Comments are edited for style, but the substance remains unchanged.

TIDEWATER COMMUNITY COLLEGE

2000 Graduate Survey

Please check the appropriate answer in the boxes provided

A. ENROLLMENT INFORMATION

1) Did you attend primarily as a: 1 ❑ Full-time student (12+ credit hours) 2 ❑ Part-time student

2) Did you attend class primarily during the: 1 ❑ Day 2 ❑ Night (after 6 p.m.)

3) Before you enrolled at TCC, had you ever attended another college/university? 1 ❑ Yes 2 ❑ No

4) Which **ONE** of the following was true when you enrolled at TCC? (choose the one that best fits)

1 ❑ Enrolled directly from high school
2 ❑ Enrolled while on active duty
3 ❑ Enrolled upon military discharge
4 ❑ Enrolled while working
5 ❑ Homemaker, enrolled AFTER raising a family
6 ❑ Homemaker, enrolled WHILE raising a family
7 ❑ Transferred from another community college
8 ❑ Transferred from a four-year school

5) During the time you attended TCC, were you:

1 ❑ Employed full time (35 or more hours per week)
2 ❑ Employed part time (less than 35 hours per week)
3 ❑ Unemployed and seeking employment
4 ❑ Homemaker, not employed outside the home
5 ❑ Not employed and not seeking employment
6 ❑ Full-time military

6) If you were employed while attending TCC, was your job related to your curriculum at the college?

1 ❑ Yes, directly related 2 ❑ Yes, somewhat related 3 ❑ No, not related

7) Did you receive financial aid while attending TCC? 1 ❑ Yes 2 ❑ No

8) What was your primary goal in attending TCC? (CHECK ONLY ONE)

1 ❑ To obtain occupational/technical training that would improve present employment or future employment
2 ❑ To obtain an occupational/technical degree or certificate
3 ❑ To obtain an associate degree in order to transfer to a four-year college/university
4 ❑ To obtain specific course credits that would transfer to a four-year college/university
5 ❑ To enroll in courses that would satisfy specialized/personal interests
6 ❑ To take advantage of employer training opportunities (i.e. Shipyard Apprentice Program)
7 ❑ To obtain or renew a certification

9) To what extent do you feel your educational experience at TCC contributed to the fulfillment of your goal?

1 ❑ To a great extent 2 ❑ To some extent 3 ❑ Uncertain 4 ❑ Hardly at all 5 ❑ Not at all

10) Please indicate the most important reasons you attended TCC : (CHECK AS MANY AS APPLY)

1 ❑ Low tuition
2 ❑ Open admission policy
3 ❑ Close to home
4 ❑ Good academic reputation
5 ❑ Availability of financial aid
6 ❑ Offered courses/curriculum of interest
7 ❑ Employer requirement/suggestion (i.e. NNSY Apprenticeship)
8 ❑ Small classes/individual attention
9 ❑ Only program offered locally in my area of interest
10 ❑ Availability of evening courses
11 ❑ Personal improvement
12 ❑ To obtain a job
13 ❑ To obtain better pay/promotion
14 ❑ Availability of public transportation

B. EVALUATION OF INSTRUCTION AND STUDENT SERVICES

11) INSTRUCTION: Please rate the instruction at TCC.

	Superior	Good	Fair	Poor
1 Overall quality of instruction	1 ❑	2 ❑	3 ❑	4 ❑
2 Quality of instruction in major curriculum	1 ❑	2 ❑	3 ❑	4 ❑
3 Instructor availability	1 ❑	2 ❑	3 ❑	4 ❑
4 Course advisement from faculty members	1 ❑	2 ❑	3 ❑	4 ❑
5 Content of courses in major curriculum	1 ❑	2 ❑	3 ❑	4 ❑
6 Average class size	1 ❑	2 ❑	3 ❑	4 ❑
7 Grading and testing	1 ❑	2 ❑	3 ❑	4 ❑
8 Cost of books and supplies	1 ❑	2 ❑	3 ❑	4 ❑
9 Course availability/scheduling	1 ❑	2 ❑	3 ❑	4 ❑

12) STUDENT SERVICES: Please rate the services and facilities at TCC.

	Superior	Good	Fair	Poor	Don't Know/Never Used
1 Academic Counseling	1 ❑	2 ❑	3 ❑	4 ❑	5 ❑
2 Co-op Program	1 ❑	2 ❑	3 ❑	4 ❑	5 ❑
3 Veterans Affairs	1 ❑	2 ❑	3 ❑	4 ❑	5 ❑
4 Financial Aid	1 ❑	2 ❑	3 ❑	4 ❑	5 ❑
5 Learning Resources/Library Services	1 ❑	2 ❑	3 ❑	4 ❑	5 ❑
6 Admissions and Records	1 ❑	2 ❑	3 ❑	4 ❑	5 ❑
7 Registration	1 ❑	2 ❑	3 ❑	4 ❑	5 ❑
8 Student Activities (SGA, Intramurals, etc.)	1 ❑	2 ❑	3 ❑	4 ❑	5 ❑
9 Laboratory Facilities	1 ❑	2 ❑	3 ❑	4 ❑	5 ❑
10 Career Counseling	1 ❑	2 ❑	3 ❑	4 ❑	5 ❑

13) How adequately did TCC's academic program prepare you in the following areas?

	More than Adequate	Adequate	Needs Improvement	Not Applicable
1 Technical job skills	1 ❑	2 ❑	3 ❑	4 ❑
2 Technical job-related knowledge	1 ❑	2 ❑	3 ❑	4 ❑
3 Writing skills	1 ❑	2 ❑	3 ❑	4 ❑
4 Understanding written information	1 ❑	2 ❑	3 ❑	4 ❑
5 Speaking skills	1 ❑	2 ❑	3 ❑	4 ❑
6 Mathematical skills	1 ❑	2 ❑	3 ❑	4 ❑
7 Defining problems	1 ❑	2 ❑	3 ❑	4 ❑
8 Solving problems	1 ❑	2 ❑	3 ❑	4 ❑
9 Thinking creatively	1 ❑	2 ❑	3 ❑	4 ❑

If you answered "Needs Improvement" to any of the areas in question 13, please explain:

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14) Please rate the following attributes as they pertain to your professional behaviors:

	Adequate	Needs Improvement
1 Cooperation with others	1 ❑	2 ❑
2 Initiative	1 ❑	2 ❑
3 Dependability	1 ❑	2 ❑
4 Decision-making skills	1 ❑	2 ❑

15) As a result of your experience at TCC, to what extent do you feel you have gained or made progress in the following areas:

	To a great extent	To some extent	Very little	Not at all
1 Developing the ability to think critically rather than just memorize	1 ❑	2 ❑	3 ❑	4 ❑
2 Developing a sense of tolerance and respect for the ideas and beliefs of others	1 ❑	2 ❑	3 ❑	4 ❑
3 Developing creative abilities	1 ❑	2 ❑	3 ❑	4 ❑
4 Developing a sense of ethical and social responsibility	1 ❑	2 ❑	3 ❑	4 ❑
5 Developing the ability to write effectively	1 ❑	2 ❑	3 ❑	4 ❑
6 Developing the ability to speak with clarity and precision	1 ❑	2 ❑	3 ❑	4 ❑
7 Developing skills in locating and using information in the library and learning center	1 ❑	2 ❑	3 ❑	4 ❑
8 Developing skills in basic computer functions and applications	1 ❑	2 ❑	3 ❑	4 ❑
9 Developing attitudes, skills, and values which promote physical and emotional well-being	1 ❑	2 ❑	3 ❑	4 ❑
10 Recognizing the contributions of other countries to world civilizations	1 ❑	2 ❑	3 ❑	4 ❑
11 Developing a global perspective on current events	1 ❑	2 ❑	3 ❑	4 ❑

16) Would you recommend TCC to someone wishing to continue their education? 1 ❑ Yes 2 ❑ No

17) Would you recommend TCC to someone wishing to enter the same curriculum you completed? 1 ❑ Yes 2 ❑ No

C. EMPLOYMENT INFORMATION

18) What is your current employment status?

1 ❑ Employed full time (35 or more hours per week)
2 ❑ Employed part time (less than 35 hours per week)
3 ❑ Unemployed and seeking employment
4 ❑ Homemaker, not employed outside the home
5 ❑ Not employed and not seeking employment
6 ❑ Full-time military or other service (Volunteer, Peace Corps, etc.)
7 ❑ Employed in apprenticeship program

If you are employed, whether full time or part time, please answer Questions 19 through 26 below. If you currently hold more than one job, respond to the following items as they apply to your PRIMARY employment. If you are not now employed, skip to Section D.

19) Please describe your job:

1 Job Title: _____

2 Name of Employer: _____

3 Employer's Street Address: _____

4 Employer's City: _____

5 Employer's State and Zip Code: _____

20) 1 May we contact your employer to conduct an employer follow-up survey? 1 ❑ Yes 2 ❑ No 2 Supervisor's Name _____

21) What is your gross annual income from this job? (Do not include supplemental income, i.e. retirement, investment income.)

1 ❑ Under $5,000 2 ❑ 5,000 – 7,999 3 ❑ 8,000 – 10,999 4 ❑ 11,000 – 13,999
5 ❑ 14,000 – 16,999 6 ❑ 17,000 – 19,999 7 ❑ 20,000 – 22,999 8 ❑ 23,000 – 25,999
9 ❑ 26,000 – 29,999 10 ❑ 30,000 – 34,999 11 ❑ 35,000 – 39,999 12 ❑ 40,000 – 44,999
13 ❑ 45,000 – 49,999 14 ❑ Over $50,000

22) 1 Are you currently employed by the same company that employed you during your attendance at TCC? 1 ❑ Yes
2 → If yes, did you receive a promotion or pay raise (other than cost of living raise) after obtaining your degree? 1 ❑ Yes

23) Are you presently employed in a field related to your curriculum at TCC?
1 ❑ Yes, directly related 2 ❑ Yes, Somewhat related 3 ❑ No, not related (SKIP TO QUESTION 25)

24) If your present job is related to your curriculum at TCC, to what extent did the curriculum you completed prepare you for this job?

1 ❑ My preparation was excellent
2 ❑ My preparation was satisfactory
3 ❑ Good in some areas only
4 ❑ Fair, but all areas could have been better
5 ❑ My preparation was inadequate

25) For each area listed below, to what extent did your curriculum at TCC help you in your present job?

		To a great extent	To some extent	Very Little	Not at all
1	Helped to obtain present job	1 ❑	2 ❑	3 ❑	4 ❑
2	Helped to develop new skills in job held while attending TCC	1 ❑	2 ❑	3 ❑	4 ❑
3	Helped to upgrade performance and expertise in job held while attending TCC	1 ❑	2 ❑	3 ❑	4 ❑
4	Helped in qualifying for promotions or pay increases in job held while attending TCC	1 ❑	2 ❑	3 ❑	4 ❑

26) If your present job is NOT related to the curriculum you completed at TCC, please indicate the PRIMARY reason why. (Select only ONE response)

1 ❑ Am active duty military
2 ❑ Was already working with present employer before I completed the program
3 ❑ Not sufficiently qualified for jobs in my field of preparation
4 ❑ Changed career goal or preferred to work in another field
5 ❑ Best opportunities were out of related fields
6 ❑ Could not find a job in my field of preparation
7 ❑ Could not find a job in my field without relocating

D. EDUCATIONAL INFORMATION

If you have continued your education since graduation from TCC, please answer Questions 27 through 32 below. If you have not continued your education, skip to Section ESCHEV ACCOUNTABILITY.

27) What type of institution are you currently attending?

1 ❑ Two-year community college 2 ❑ Four-year college/university 3 ❑ Other

28) Please indicate your current enrollment status and classification.

1 Status: 1 ❑ Full-time student (course load of 12 or more credit hours)
2 ❑ Part-time student

2 Classification: 1 ❑ Freshman 2 ❑ Sophomore 3 ❑ Junior 4 ❑ Senior

29) Is your current major the same as or related to the curriculum you completed at TCC? 1 ❑ Yes 2 ❑ No

30) How would you rate your performance at this college/university

1 ❑ Much higher than expected
2 ❑ Higher than expected
3 ❑ About the same as expected
4 ❑ Lower than expected
5 ❑ Much lower than expected

31) How well did the courses you completed at TCC prepare you for continuing your education?

1 ❑ My preparation was excellent
2 ❑ My preparation was satisfactory
3 ❑ Good in some areas only
4 ❑ Fair, but all areas could have been better
5 ❑ My preparation was inadequate

32) From your first impressions, how does the quality of instruction at Tidewater Community College compare to that of the school in which you are currently enrolled? (Please use the back of this page for your comments).

E. SCHEV ACCOUNTABILITY

The following questions are required by the State Council of Higher Education for Virginia (SCHEV). The responses will be reported in aggregate form to SCHEV for program effectiveness evaluations. Please respond by checking the appropriate answer.

33) To what extent were you satisfied with each of these aspects of your community college degree program?

	Very much (1)	Somewhat (2)	Very little (3)	Not at all (4)	Not applicable (5)
1 Education	❑	❑	❑	❑	❑
2 Advising	❑	❑	❑	❑	❑
3 Course availability	❑	❑	❑	❑	❑

34) To what extent is your community college degree program related to your current occupation?

1 ❑ Very much 2 ❑ Somewhat 3 ❑ Very little 4 ❑ Not at all

35) To what extent does your community college degree program help you perform in the workplace?

1 ❑ Very much 2 ❑ Somewhat 3 ❑ Very little 4 ❑ Not at all

36) Are you currently pursuing a bachelor's degree?

1 ❑ Yes, full time

2 ❑ Yes, part-time

3 ❑ Yes, completed a baccalaureate program

4 ❑ Yes, but stopped before graduation

5 ❑ No (If NO, SKIP TO QUESTION 39)

37) To what extent is this bachelor's degree related to your community college degree program?

1 ❑ Very much 2 ❑ Somewhat 3 ❑ Very little 4 ❑ Not at all

38) To what extent did your community college degree program prepare you academically for the bachelor's program?

1 ❑ Very much 2 ❑ Somewhat 3 ❑ Very little 4 ❑ Not at all

39) To what extent did your community college degree program prepare you for responsible citizenship? (e.g. better informed about your community and the political process?)

1 ❑ Very much 2 ❑ Somewhat 3 ❑ Very little 4 ❑ Not at all

40) How much money did you borrow to pay for tuition, books, and other educational expenses before you graduated from TCC?

1 ❑ None 2 ❑ Less than $1000 3 ❑ $1001 - $3000 4 ❑ $3001 - $5000 5 ❑ more than $5000

F. GENERAL COMMENTS

The faculty and staff of TCC would appreciate any comments which you may have concerning the curricula or services offered at TCC. Please feel free to use the back of this page for this purpose. Thank you very much for participating in this survey.